DOCUMENT RESUME

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IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; Honea Path; *South Carolina

ABSTRACT

Presented is the final report of a 1-year program to identify and remediate needs of 60 emotionally disturbed (ED) or learning disabled (LD) and 15 trainable mentally retarded (TMR) elementary school students (two schools) in Honea Path, South Carolina. Noted are original program funding by the Elementary and Secondary Education Act, Title III, and continuing funding by the school district. Reported are background and functions of two special teachers for the ED and LD students, one teacher for TMR students; one specialist in handicapping conditions, and two teacher aides for two TMR classes. Program dissemination is discussed such as a report to the board of trustees of Anderson County School District, and presentations to parent teacher groups, the Lion's Club, and personnel from other school districts. Given are the following evaluation results; significant mean gains for 30 LD students on the Bender Gestalt Test, for 20 LD students on the Gates MacGinitie Reading Test, for 48 students on the Lipsitt Self-Concept Scale, for 15 TMR students on the TMR Performance Profile, and no significant gain for TMR students on the Vineland Social Maturity Scale. Included are reports by the three teachers. Described by teachers of ED and TMR students are resource room scheduling; individual student progress in mathematics, reading, and self concept (said to be crucial to academic improvement); and remedial materials used (such as the Frostig Pathway School Program 1). The TMR teacher tells of transportation arrangements with parents, schedule considerations for student ease in learning self help skills, and of a black 9-year-old boy who in 4 1/2 months learned to write his name, count to 10, read, perform bathroom procedures, and concentrate on work for longer than half an hour. (MC)

073

ED 085944

Office of Federal Programs

EC

END OF PROJECT REPORT

FOR

PARENTAL INVOLVEMENT WITH HANDICAPPED CHILDREN

Submitted by

ANDERSON COUNTY SCHOOL DISTRICT TWO

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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(Revised September, 1971)

PART I
STATISTICAL REPORT
Elementary and Secondary Education Act, Title III, P. L. 89-10, As Amended

SECTION A - GENERAL PROJECT INFORMATION — GRANT NUMBER_____ (State Use Only)

1. NAME AND ADDRESS OF LOCAL SCHOOL DISTRICT

Anderson County School District Two
P. O. Box R
Honea Path, South Carolina 29654

2. REASON FOR SUBMISSION OF THIS FORM-check

a. ( ) INITIAL APPLICATION FOR TITLE II GRANT

b. ( ) APPLICATION FOR CONTINUATION GRA PROJECT NUMBER_____

c. (X) END OF PROJECT REPORT PROJECT NUMBER 72-0073

3. PROJECT TITLE (5 words or less)

PARENTAL INVOLVEMENT WITH HANDICAPPED CHILDREN

4. CRITICAL NEEDS DESCRIPTOR

(a) ELEMENTARY
( ) First Grade Failures
( ) Language Arts
( ) Math
( ) Dropout Prevention
(x) Handicapped

(b) SECONDARY
( ) Language Arts
( ) Math
( ) Dropout Prevention
( ) Handicapped

5. TITLE III FUNDS REQUESTED	Beginning Date	Ending Date	Funds Request
a. Initial Application	7-1-72	6-30-73	$24952.
b. Application for First Continuation Grant			
c. Application for Second Continuation Grant			
d. Total Title III Funds			$24952.

6. NAME AND ADDRESS OF PERSON AUTHORIZED TO RECEIVE GRANT

H. L. Corder
Box R, Honea Path, S. C.

TITLE: **Superintendent**
PHONE: **803-369-7364**

7. LIST SCHOOL DISTRICTS TO BE SERVED BY PROJ

Anderson County School District Two

TOTAL DISTRICTS SERVED **One**

8. NAME OF PROJECT DIRECTOR

Marvin Woodson, Jr.

PHONE: 803-369-7364

9. ADDRESS (Number, Street, City, Zip Code)

P. O. Box R
Honea Path, South Carolina 29654

I hereby certify that the information contained in this application is, to the best of my knowledge correct, and the local educational agency named above has authorized me as its representative to file this application.

10. SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT — 11. DATE

H. L. Corder — June 21, 1973

(Revised September, 1971)

NAME OF SCHOOL DISTRICT: **Anderson County School District Two**
SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTIRCT PROJECTS (SECTION C ONLY).

SECTION B - FISCAL INFORMATION

1. PER PUPIL (ADA) EXPENDITURE OF NON-FEDERAL FUNDS
   a. FISCAL YEAR ENDING JUNE 30, 1970 _____
   b. FISCAL YEAR ENDING JUNE 30, 1971 _____
   c. ESTIMATED EXPENDITURES FISCAL YEAR ENDING JUNE 30, 1972 _____

2. ASSESSED VALUATION AND TAX LEVY
   a. TOTAL ASSESSED VALUATION _____
   b. ASSESSED VALUATION PER PUPIL _____
   c. ASSESSED VALUE AS PERCENT OF TRUE VALUE _____
   d. NUMBER OF MILLS LEVIED FOR OPERATIONS _____
   e. NUMBER OF MILLS LEVIED FOR DEBT SERVICE _____

SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

		PRE-KINDER-GARTEN	KINDER-GARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1. School Enrollment in District	Public		133	2051	1805	24 *1	4013
	Non-Public						
2. Persons Participating in Project	Public			60		14 *2	74
	Non-Public						
	Not Enrolled						
3. Staff In-Service Training	Public			3			3
	Non-Public						
4. Participation by Ethnic Group	White			44		7	51
	Non-White -			16		7	23

SDE 24-001-00

*1 Non-graded Special Education.

*2 Non-graded Trainable Mentally Handicapped children

PART II NARRATIVE REPORT
END OF PROJECT REPORT

I. PROCEDURES AND PROGRAM CONTENT

A. List current activities and procedures.

1. A comprehensive screening process which is designed to discover children who have handicapping conditions early in the primary school years.
2. A comprehensive evaluation and reevaluation program which specifically identifies and diagnoses learning problems in order to place children into and out of special resource classrooms.
3. Involvement of parents of students with learning disabilities and emotional handicaps to the point that the parents have an understanding of their child's problem and helps the school to continue the child's education and rehabilitation in the home.
4. A continuous in-service training program for the special teachers conducted by a specialist to aid teachers in dealing with specific learning problems and to help in providing the proper curriculum for handicapped children with learning disabilities and emotional handicaps.

B. List current activities and procedures which will be continued by the school district without Title III support.

The purpose of seeking this grant was to acquire funds which would help the district establish a program for children with learning disabilities and emotional handicaps in the district's two primary schools. With the funds acquired the program has been very successfully established and will be continued in its entirety during the 1973-74 school year (See Items 1-4 above).

C. List current activities and procedures which will not be continued.

Not applicable (See B above).

D. Give major reasons why each activity listed above is not to be continued.

Not applicable (See B above).

II. PROJECT PERSONNEL

A. Professional Staff.

Three teachers, two for the emotionally handicapped-learning disability classes and one for the trainable mentally handicapped class were employed. Each of these teachers were beginning teachers with Bachelor's Degrees and certification in Elementary Education. Each received an EPDA scholarship and prior to the beginning of the project began alleviating their shortages. All will be completely certified in their respective fields by the end of the summer of 1973. Their responsibilities included pre-planning, pre-service training, home visitations, preparation of classrooms, and individual case studies prior to the opening of school in the fall of 1972. During school, responsibilities included teaching, diagnosing students' achievement, home visits, meetings with other teachers who also instruct the involved students, material preparation and program evaluation. Each teacher is being paid $7433 for ten months work. One teacher approved for the second TMH class was not employed. Pre-screening results indicated that the need for a second class in this school district was not justified. Additional screening and evaluation during the school year has confirmed this. The three positions described above will be maintained with district and state funds

following the end of this project.

One additional professional was employed part-time for this project. Mr. Nelson Friend, B. A. and M. Ed., who teaches an EMH class in the district is also certified as an educational evaluator. He assisted in pre-project evaluation of students in order to get the project in operation. He has also assisted throughout the year in evaluating students under the supervision of a psychologist. He devoted one hour per day to the project plus one additional month. For this his salary was supplemented $870 with project funds.

B. Consultant Services.

One consultant, Dr. W. Owens Corder, an instructor at Clemson University and a specialist with handicapped children, was secured to work in the project throughout its fifteen month duration. He worked with the teachers during the two-day pre-service workshop. He also worked with the teachers prior to the opening of school in going over student data, evaluation results, etc. to help the teachers to determine the course of action for each child. When school opened he visited the classes periodically to assist the teachers and administration with problems relating to the program. He worked with the district for a total of fifteen days @ $75/day.

The district plans to continue the services of Dr. Corder as consultant for programs for the handicapped in the district.

C. Non-Professional Personnel.

Two teacher aids were approved for the two TMH classes. Since only one class was established only one aide was employed. The aide has a

high school diploma and meets other requirements set forth by the school district for all aides such as personality, clerical ability etc. Her salary is $2500 for nine months work. She is responsible for working with children to carry out assignments given to her by the teacher. In addition she handles clerical matters, prepares materials, serves snacks, and works with problem students on an individual basis.

III. PRIVATE, NON-PROFIT SCHOOLS

This section is not applicable as there were no private non-profit schools in the district prior to the beginning of this project, nor were such schools established during the project period.

IV. DISSEMINATION

A. Program Dissemination.

A detailed description of the purposes and expected operation of this project was outlined to all teachers of the two involved schools during a pre-service workshop in the fall of 1972. The project consultant met with faculty members of these two schools throughout the project's duration to work toward alleviating problems brought about by establishing a new program. This type dissemination activity helped to clarify the need for cooperation and coordination between project staff and regular faculty members.

A detailed report on the operation of the project was presented to the Board of Trustees of the school district early in the year.

B. Public Information.

For public information the project director gave a detailed report of the project to: Anderson County School District Two Board of Trustees in an open meeting attended by approximately fifty people, three school PTO meetings attended by approximately 800 people, Belton Lion's Club attended by approximately 75 people, and at pre-service training for all District Two faculty and administration members.

Information regarding this project was given to the local newspapers. One large feature article was printed in the "Belton News" about this and one other Federal project in the district (See attachment).

C. General Information.

Special Education teachers and administration from six school districts used our project for a model to help them establish resource rooms in their school districts. These include Clinton District 56, Laurens District 55, Newberry County District, Ninety Six District 52, Saluda District 1, and Ware Shoals District 51. Approximately 25 visitors came under this program. Approximately 10 other people associated with Special Education programs have visited this program from other school districts. Information was supplied to all visitors. All visitors came unsolicited.

V. PROJECT EVALUATION REPORT

A. Process Evaluation

The three staff members met on a monthly basis with a consultant from Clemson University. The purposes of these meetings were to (1) discuss appropriate materials to be used in the project and how to utilize them, (2) discuss any problems encountered with pupils or with administrative procedures, and (3) provide periodic checkups on student progress. In addition, the project teachers met frequently with the regular classroom teachers to discuss scheduling problems and progress of students. The project staff and the regular classroom teachers have been satisfied over the progress of the students. Administrative reaction has been most favorable. Attendance, grades, and test results indicate that the program fulfilled a need in the project schools.

B. Product Evaluation

1. Objective Number One - To statistically significantly increase the average perceptual skills score of 30 learning disabled students over the average of the base line data as gathered in pre-testing.

Increase in perceptual skills was measured by the Bender Gestalt Test. The descriptive data on the perceptual skills are outlined in Table 1.

Table 1

Perceptual Means, Ranges, and Standard Deviation for the Two Project Schools

Measures	Pre	Post	Gain
Mean	7.18	8.60	1.42
Range	4-1 to 10-11	5-5 to 10-11	0 to 3-0
SD	1.59	1.71	1.28

Perceptual scores in years and fractions of years were measured for significance by the use of the T Test. The .05 level of significance was used throughout the analysis of the data. There was a significant difference in gain scores as measured by the Bender Gestalt (see Table 2).

Table 2

T Values for Perceptual Differences in the Two Project Schools

Scale	df	t	t.95
Bender	35	6.53*	2.03

*Significant at the .05 level.

Objective Number Two

To statistically significantly increase the average reading level of 20 learning disabled students over the average of the base line data as gathered in pre-testing.

Increase in reading skills for students in the Watkins and Marshall Schools was measured by the Gates-MacGinitie Reading Test. The descriptive data on reading are outlined in Table 3.

Table 3

Reading Means, Ranges, and Standard Deviation for the Two Project Schools

Measures	Pre	Post	Gain
Mean	1.80	2.32	.52
Range	.3 to 4.2	1.2 to 4.2	0 to 2.8
SD	.77	.86	.65

Reading scores in years and months were measured for significance by the use of the t test. There was a significant difference in gain scores as measured by the Gates-MacGinitie Reading Test (see Table 4).

Table 4

T Values for Reading Differences in the Two Project Schools

Scale	df	t	t.95
Gates-MacGinitie	32	4.49*	2.03

*Significant at the .05 level.

Objective Number Three

To statistically significantly increase the average self-concept scores of 48 emotionally disturbed children over the average of the base line data as gathered in the pre-assessment.

Self-concept scores were measured by the Lipsitt Self-Concept Scale. This scale is comprised of 22 trait descriptive adjectives, 19 of which are rated positive and three are rated negative. Each subject rates himself on a five point scale.

The descriptive data on self-concept scores are shown in Table 5.

Table 5

Self Concept Means, Ranges, and Standard Deviations for the Two Project Schools

Measures	Pre	Post	Gain
Mean	32.3	70.0	37.7
Range	22-48	43 to 91	8 to 63
SD	.74	1.88	1.90

Self-concept gain scores were measured for significance by the use of the t test. There was a significant gain score in self concept as measured by the Lipsitt Self Concept Scale (see Table 6).

Test	df	t	t.95
Lipsitt	17	8.16*	2.09

*Significant at the .05 level.

Objective Number Four

To statistically significantly increase the average self help performance scores of 15 trainable mentally handicapped children over the average of the base line data as gathered in the pre-assessment.

Increase in self help skills was measured by the T.M.R. Performance Profile the descriptive data on self help skills are shown in Table 6.

Table 6

Self Help Means, Ranges, and Standard Deviations for the TMR Project

Measures	Pre	Post	Gain
Mean	19.3	25.6	6.40
Range	11 to 30	19 to 31	1 to 14
SD	6.85	3.84	3.90

Self help gain scores were measured for significance by the use of the t test. There was a significant difference in gain scores as measured by the T.M.R. Performance Profile (see Table 7).

Table 7

T Values for Self Help Differences in the TMR Project

Scale	df	t	t.95
T.M.R. Perf. Profile	7	4.32*	2.36

*Significant at the .05 level.

Objective Number Five

To statistically significantly increase the average social maturity of 10 trainable mentally handicapped students over the average of the base line data as gathered in pre-assessment.

Increase in social maturity was measured by the Vineland Social Maturity Scale. The descriptive data on social maturity are shown in Table 8.

Table 8

Social Maturity Means, Ranges, and Standard Deviations for the TMR Project

Measures	Pre	Post	Gain
Mean	5.46	5.94	.47
Range	1.3 to 6.6	4.4 to 7.4	0 to 2.9
SD	.98	.90	.97

Social maturity gain scores were measured for significance by the use of the t test. There was no significant gain scores as measured by the Vineland Social Maturity Scale (see Table 9).

Table 9

T Values for Social Maturity Differences in the TMR Project

Scale	df	t	t.95
Vineland	7	1.28	2.36

In addition to the significant gains described, seven learning disabilities students are recommended for full return into the regular classroom for the 1973-74 school session.

Comments from the three project teachers are included in the evaluations.

2. Representatives from the Lake Greenwood Project visited the three project schools. Comments from these persons indicate that they will initiate similar projects in the Laurens, Clinton, Greenwood, and Newberry areas.

3. (a) Mental Health Association, Lion's Club, Parent Teacher's Association, Junior Chamber of Commerce.

   (b) These agencies have been aware of the nature of these projects and its implications for education in this area. Feedback from representatives from these agencies indicate a growing interest and cooperative efforts for innovation and change in District Two schools.

4. There is no evidence that this project had any known influence on other state and federal program. However, it is felt that this project presents supporting evidence that early identification and remediation enhances the overall achievement, personal and social adjustment of learning disabilities children.

The following are some comments made by the three involved teachers about their work during the project period.

TEACHER ONE

The Honea Path Elementary resource room for the emotional and the learning handicapped served twenty-nine students this year. One left after the first half of the year. An average of twenty-six students were seen each day.

The students fluctuated in and out of the resource room each week receiving help in reading on Monday, Wednesday, and Friday and in math on Tuesday and Thursday. At various times during the week, help in audio discrimination, visual discrimination and motor co-ordination was administered. The emotional students were also given time allotments once each week for verbal expression.

Of seventeen students who came to the resource room weekly for help in reading, ten showed a marked improvement, four showed some improvement, and three showed little or no improvement.

Nineteen students were given help in math. Four showed a marked improvement, twelve showed some improvement and three showed little or no improvement.

These statistics come from the tests the resource teacher made up. The test was given at the first of the year, mid-year, and at the end.

The regular class room teachers also reported improvements of many of the students in reading, math, and in their social development.

Equipment Used

For Reading -- Starter 101 For Math -- Teacher Math Test

For Audio Discrimination -- A.D.D. and From Hearing to Listening

For Visual Discrimination -- Frostig, Pathway School Program 1, Starter 101

For Social Development -- Mafex, Duso and Talks with the Teacher

TEACHER TWO

As a teacher for E.D.-L.D., I tried to work as much with the emotional and social problems of the children as with the academic problems.

I had a total of 31 children. Two of the boys, Bruce Brown and Timmy Brown, moved away just before Thanksgiving and another child, Ginger Treadwell, left my class in the beginning of January because her teacher and I felt she didn't need my help any longer. Ginger is doing very well in the first grade now--her Gates-MacGinitie score was 2.9.

I had the children about an hour and a half each day. During this time I had a reading and math lesson and then I used different programs and/or materials that helped the children. The materials I used most were Tach-X, Peabody Language Development Kits P and 1, D.U.S.O., Frostig, Learning Lotto, Tape recorder, Blocks (for counting), Record player, Carrels, Sand table, and From Hearing to Listening.

In the beginning of the year I informally tested each child to determine what level he was on in reading and in math. In reading I had the child read paragraphs from various books and started the child reading in the level he was most comfortable. I put about ten second and third grade non-readers in the Starter 101 Series. This series was most successful with the children who were E. D. and/or L.D. I tested the children often in reading both orally and with written work. In math I made the children do the work until from 90-100% of it was right. This way I knew that they understood the material.

The teachers impressions of my program were varied. Most thought the program was very good but some thought it was a waste of time and that the children couldn't be helped. However, most of the teachers were very helpful, and gave me the encouragement and help I needed to work with the children.

I am proudest of my work with Betty who didn't talk at all last year in the first grade. This year I worked with Betty and she began to talk. When I first got Betty to talk she turned very hyper-active but she has calmed down and talks just like other children. Lisa was very hyper-active and insecure when she first came to my class. I worked with her and now she is no longer hyper-active and is much more secure. The one thing I have done with all the children is build their self-confidence and security. All the children have a better concept of themselves and everyone else. They feel more secure with their teachers, their work, the school, and their peers. Of course some children improved more than others, but I can honestly say they all improved some. I feel that the children who improved the most socially and emoticnally also improved the most academically.

TEACHER THREE

The class for the trainable mentally handicapped has served fourteen children for the year 1972-73. Five of these children had to drop the class in Januar , four of them doing so because of lack of transportation. Lack of transportation proved to be a major problem for the parents, as a few did not have cars and they had to depend on someone else to take their children to school. One family, who did not own a car, lived too far out in the country to be able to find a ride to school with anyone else. By second semester, though, we worked it out so he could ride the school bus with his older brothers to the Middle School, which is located next to our school. We made provisions for him to stay all day, instead of just the morning or afternoon session as the others. Riding the bus to school was only possible because he was a Honea Path resident. The other students who had transportation problems were from

Belton, therefore, they weren't able to ride a school bus to Honea Path. We had another student to drop during the second six weeks period. This student's capacity was too low to function in our class.

Of our fourteen students, we had three seven year olds, three nine year olds, one ten year old, four thirteen year olds, one fourteen year old, one fifteen year old, and one eighteen year old.

Our morning class started at 8:30 and ended at 11:30. The afternoon class began at 12:20 and ended at 2:00. The children in this session attended classes over at the Middle School in the morning. Our schedule was flexible, however, according to the length of time the child could function in the class everyday and, also, according to his parent's schedule or mode of transportation. For example, the child who rode the school bus was in class from 8:00 - 3:00. Another child's parents worked shift work and sometimes could not get her to school until 9:00 or 9:15. In this case, they usually didn't pick her up, then, until 12:00. This type of scheduling worked out very well for us and especially for those providing transportation.

Here is an example of a typical lesson plan for the morning session:

8:00 - 9:15 - Children arriving at school; color, work puzzles; play quietly. Some indicidual lessons may take place.

9:15 - 10:15 - Circle Time
Main lesson is always from the Peabody Kit. I use as much of a lesson as I can and adapt it to the children's level. I may use parts of 2 or 3 lessons together. Also at this time, to begin the circle we have roll call, flag salute, a few songs, and, of course, the P. Mooney song to begin the lesson. I found that my children get tired of the same lessons for the entire week, so I vary it with rhymes, the learning of opposites, study games and songs.

10:15 - Calendar; including telling the month, day of week, what yesterday was, what tomorrow will be and reciting of the days of the week.

- Weather Window; the putting up of the sign of the weather for that day and the dressing of the girl and boy paper dolls according to the weather.

10:30 - Wash up for snack; children help out in kitchen with the serving of crackers and juice. One day a week we bake something for snack. After eating, they brush their teeth.

10:45 - Sing songs; physical education activities.

11:00 - Outside play if weather permits; sometimes a short rest period.

11:10 - Individual lessons until children leave.

11:30 - 12:00 - Children leaving.

Here is an example of a typical lesson plan for the afternoon group:

12:20 - 12:45 - Brush teeth, comb hair; coloring contests, puzzles, free time for individual work.

12:45 - 1:15 - Circle Time - Peabody and Duso Kits used here.

1:15 - 1:45 - Individual lessons.

1:45 - 2:00 - Outside play or physical education activities indoors.

This schedule, as well as the morning schedule, is always flexible. Self-help skills are woven into the lesson and the regular course of the day.

To end this report, I will give a small summary of what one of our students has learned in one semester.

This is a black boy from a low economic hime. He is nine years old and because of his condition and because his family has no car, he has hardly been out in the "main stream of civilization" at all. In the course of four and a half months he has learned to write his name, his numbers from one to ten, all of his colors, improved his neatness and accuracy in coloring and cutting, learned to read the book King, his shapes, simple opposites, animal sounds and

recognize different animals. He also has learned proper bathroom procedures, how to clean up school materials and how to clean his dishes after lunch and is beginning to learn proper social manners, such as; please, thank you, excuse me. This child is very different from the others as he can sit from 30 minutes to an hour and concentrate on doing something individually.

With the children that were able to attend regularly, I feel that they benefited by the program and I could see improvement in some way or of some type in each one of them. The children also enjoyed the class and the parents were glad to have a class for them to go to.

4351-3
Revised August, 1970

PART III - BUDGET SUMMARY/EXPENDITURE REPORT - TITLE III Public Law 89-10

NAME AND ADDRESS OF LOCAL SCHOOL DISTRICT	B. PROJECT NUMBER	C. BUDGET PERIOD (Month, Day, and Year)
Anderson (04) District Two (02) **P. O. Box R** **Honea Path, South Carolina 29654**	72-0073	FROM: 7/01/72 TO: 6/30/73
	D. ( ) PROPOSED BUDGET SUMMARY ESTIMATED EXPENDITURE REPORT ( ) REQUEST FOR FUNDS (X) FINAL EXPENDITURE REPORT	

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION - For Title III Funds Only									
		SALARIES									
FUNCTIONAL CLASSIFICATION	ACC'T NO.	PROFESSIONAL	NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL AND PER DIEM	EQUIPMENT	OTHER EXPENSES	TOTAL TITLE III FUNDS	TOTAL OTHER FUNDS	TOTAL BUDGET (10 + 11)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
ADMINISTRATION	100			100.00			XXXXXXXXX		100.00		
INSTRUCTION	200	7934.28	2410.89	3075.00	905.65	253.10	XXXXXXXXX		14,578.92		
ATTENDANCE SERVICES	300						XXXXXXXXX				
HEALTH SERVICES	400						XXXXXXXXX				
PUPIL TRANSPORTATION	500						XXXXXXXXX				
OPERATION OF PLANT	600						XXXXXXXXX				
PLANT MAINTENANCE	700						XXXXXXXXX				
FIXED CHARGES	800	XXXXXXX	XXXXXX		XXXXXXXXX	XXXXXXXX	XXXXXXXXX	1408.52	1408.52		
LEASING FACILITIES	830						XXXXXXXXX				
FOOD SERVICES	900						XXXXXXXXX				
STUDENT ACTIVITIES	1000						XXXXXXXXX				
COMMUNITY SERVICES	1100						XXXXXXXXX				
SITE IMPROVEMENT	1210c						XXXXXXXXX				
REMODELING	1220c						XXXXXXXXX				
CAPITAL OUTLAY	1230	XXXXXXX	XXXXXX	XXXXXXXX	XXXXXXXXX	XXXXXXXXX	3184.68	XXXXXXXX	3184.68		
TOTAL		7934.28	2410.89	3175.00	905.65	253.10	3184.68	1408.52	19,272.12		

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

H. L. Cox Jr.

DATE

June 22, 1973

FORM 43-0011 TD 1/29/71